

**DEPARTMENT OF EDUCATION  
SPECIAL EDUCATION PROGRAMS  
Todd County School District  
Accountability Review - Monitoring Report 2011-2012**

**Team Members:** Linda Shirley, Team leader; Mary Borgman, Joan Ray, Donna Huber, Brenda Boyd, Lois Russell, Educational Specialists; Dave Halverson, Transition Liaison; Becky Cain, Alicia Schoenhard Special Education Programs

**Dates of On Site Visit:** January 17-18, 2012

**Date of Report:** February 9, 2012

**All non-compliance must be corrected within 1 year of this report date. Date Closed:**

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**Program monitoring and evaluation.**

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
  - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
  - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

**State monitoring--Quantifiable indicators and priority areas.**

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
  - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
  - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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**State enforcement -- Determinations.**

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

**Deficiency correction procedures.**

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full s

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**1. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR**

**ARSD 24:05:22:03 Certified child**

A certified child is a child in need of special education or special education and related services formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individual with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3-21 inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

**24:05:25:02.01. Parental consent for initial evaluation.** Any school district proposing to conduct an initial evaluation to determine whether a child qualifies as a child with a disability shall, after providing notice consistent with chapter 24:05:30, obtain informed consent from the parent of the child before conducting the evaluation. Parental consent for initial evaluation may not be construed as consent for initial provision of special education and related services. The school district shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability. To meet the reasonable efforts requirement in this section, the district shall document its attempts to obtain parental consent using the procedures in § 24:05:25:17.

**24:05:25:03. Preplacement evaluation.** Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.

**24:05:25:04.03. Determination of eligibility.** Upon completing the administration of assessments and other evaluation measures as required by this chapter, the individual education program team and other qualified individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, and shall determine the educational needs of the child, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. A student may not be determined to be a student with a disability if the determinant factor for that decision is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in ESEA, or lack of appropriate instruction in math or limited English proficiency and if the student does not otherwise meet the eligibility criteria under chapter § 24:05:24.01.

**24:05:25:04. Evaluation procedures** -- **General.** School districts shall ensure, at a minimum, that evaluation procedures include the following:

(1) Assessments and other evaluation materials are provided and administered in the child's native language or by another mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer. In addition, assessments and other evaluation materials:

- (a) Are used for the purposes for which the assessments or measures are valid and reliable; and
- (b) Are administered by trained and knowledgeable personnel in conformance with the instructions provided by their producer;

(2) Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;

(3) Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment accurately reflects the child's aptitude or achievement level or whatever other factors the assessment purports to measure, rather than the child's impaired sensory, manual, or speaking skills except where those skills are the factors which the assessment purports to measure;

(4) No single measure or assessment is used as the sole criterion for determining eligibility or an appropriate educational program for a child;

(5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:

- (a) Whether the child is a child with a disability; and
- (b) The content of the child's IEP, including information related to enabling the child:
  - (i) To be involved in and progress in the general education curriculum; or
  - (ii) For a preschool child, to participate in appropriate activities;

(6) Technically sound instruments, assessment tools, and strategies are used that:

- (a) May assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
- (b) Provide relevant information that directly assists persons in determining the educational needs of the child;

(7) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and

(8) The evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

Assessments of children with disabilities who transfer from one school district to another school district in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with § 24:05:25:03.01, to ensure prompt completion of full evaluations.

## **Corrective Action:**

**Prong 1: Correct each individual case of noncompliance**

Evaluation data to support eligibility category and/or services provided was not consistently available in the student record. Evaluations were given without permission. Evaluations that were to be completed were not always administered.

<b>Student:</b>	<b>Required Action:</b>	<b>Data To Be Submitted:</b>
<u>Student: #3</u> This student is identified on the December 1, 2010 child count under the eligibility category of Autism. The student was evaluated on 4/2010 for Autism and there were no ability, academic, language, behavior, or adaptive behavior evaluations completed or pulled forward. On 4/2011 another 3 year evaluation was completed; however there were no autism evaluations pulled forward to determine eligibility.	<u>Student: #3</u> The district will send a prior notice to the parents pulling all evaluations forward in the area of autism and determine eligibility. The IEP team must meet to review scores and reports amend the IEP if needed and determine eligibility.	Data To Be Submitted: (Describe the specific data that must be submitted for each file) <u>Student: #3</u> The district will submit the following: <ol style="list-style-type: none"><li>1. Prior notice/consent for evaluation</li><li>2. Copies of all evaluation reports</li><li>3. Copies of skill based assessments</li><li>4. Prior notice for the meeting</li><li>5. Addendum for the meeting and determination of needed services.</li></ol>
<u>Student: #11</u> This student is identified on the December 1, 2010 child count under the eligibility category of Developmental Delay 570. The evaluations for eligibility were completed by another agency and were not pulled forward as such on the prior notice. The student is receiving articulation therapy and a standardized articulation evaluation was not completed.	<u>Student: #11</u> The district will send a prior notice for evaluation to parents showing all evaluations completed by a different agency being pulled forward and consent for an articulation evaluation will be completed. The student will be evaluated in the area of articulation using a standardized evaluation. The IEP team will meet review scores and reports and amend the IEP if needed and determine eligibility. Copies of evaluation reports will be given to the parents.	<u>Student: #11</u> The district will submit the following: <ol style="list-style-type: none"><li>1. Prior notice/consent for evaluation</li><li>2. Copies of all evaluation reports</li><li>3. Copies of skill based assessments</li><li>4. Prior notice for the meeting</li><li>5. Addendum for the meeting and determination of needed services.</li></ol>
<u>Student: #13</u> This student is identified on the December 1, 2010 child count under the eligibility category of Traumatic Brain Injury 565. There was not an adaptive behavior evaluation completed nor was there any medical record of documentation of traumatic brain injury.	<u>Student: #13</u> The student will be evaluated in the areas of adaptive behavior, and a medical diagnosis will be submitted. Evaluation reports will be written in the areas of adaptive behavior. The IEP team will meet review scores and reports amend the IEP if needed and determine eligibility. Copies of evaluation reports will be given to parents.	<u>Student: #13</u> The district will submit the following: <ol style="list-style-type: none"><li>1. Prior notice/consent for evaluation</li><li>2. Copies of all evaluation reports</li><li>3. Copies of skill based assessments</li><li>4. Prior notice for the meeting</li><li>5. Addendum for the meeting and determination of needed services.</li></ol>
<u>Student: #16</u> This student is identified on the December 1, 2010 child count under the eligibility category of Orthopedic Impairment. An adaptive behavior evaluation was not completed, and A medical diagnosis was not	<u>Student: #16</u> The student will be evaluated in the areas of adaptive behavior, and a medical diagnosis will be submitted. Evaluation reports will be written in the areas of adaptive behavior.	<u>Student: #16</u> The district will submit the following: <ol style="list-style-type: none"><li>1. Prior notice/consent for evaluation</li><li>2. Copies of all evaluation reports</li></ol>

found to support the disability.	The IEP team will meet review scores and reports amend the IEP if needed and determine eligibility. Copies of evaluation reports will be given to parents.	<ol style="list-style-type: none"> <li>3. Copies of skill based assessments</li> <li>4. Prior notice for the meeting</li> <li>5. Addendum for the meeting and determination of needed services.</li> </ol>
<u>Students # 22</u> This student is identified on the December 1, 2010 child count under the eligibility category of specific learning disability. Behaviors have been a concern for this student, and student was to be evaluated on the last 3 year re-evaluation in 10/2011. The prior notice stated a behavior evaluation would be completed; however there was not one completed.	<u>Students #22</u> This student will be evaluated in the area of behavior, Skill based assessments will be completed in behavior and a report will be written to address the evaluation and skill based assessments.	<u>Student # 22</u> The district will submit the following: <ol style="list-style-type: none"> <li>1. Prior notice for evaluation</li> <li>2. Prior notice for the meeting</li> <li>3. Copies of all evaluation reports</li> <li>4. Copies of skill based assessments</li> <li>5. Addendum for the meeting , IEP determination of needed services.</li> </ol>
<u>Student# 24</u> This student is identified on the December 1, 2010 child count under the eligibility category of Other Health Impaired. The last 3 year evaluation was 4/2011. The prior notice stated behavior evaluations would be conducted and there were no behavior evaluations administered. There is no medical diagnosis to support OHI. The IEP does not address behaviors in the present levels of academic achievement and functional performance (PLAAFPs), behavior impedes learning was not checked and there were no goals or services for behaviors. The program developed does not show educational benefit in the area of OHI.	<u>Student # 24</u> This student will be reevalauted in the area of behavior. Skill based evaluations will be completed for behaviors. A medical diagnosis will be provided. A prior notice will be sent for evaluations and for the IEP meeting to determine eligibility and provide a program that will benefit the student in the area of eligibility.	<u>Student #24</u> The district will submit the following: The district will submit the following: <ol style="list-style-type: none"> <li>1. Prior notice/consent for evaluation</li> <li>2. Copies of all evaluation reports</li> <li>3. Copies of skill based assessments</li> <li>4. Prior notice for the meeting</li> <li>5. MDT</li> <li>6. IEP</li> </ol>
<u>Students: # 2,3,4,5,8,10,12,17</u> These students were given an observation to help determine eligibility without consent.	The area listed can't be corrected, so the following information will be provided by the district to ensure correct content of the prior notices will be achieved. The district will have an in-service on completing the prior notice. The district will develop specific policy, practice and procedures to ensure prior notices for evaluation have correct content and are completed correctly.	Submit the date of the in-service and those attending. Send a copy of the district's policy, practice and procedures to ensure all prior notices have been completed to provide parents with accurate information.

**Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.**

**Required Action:**

The IEP team must consistently collect all data to address correct eligibility for each individual student.

**Data To Be Submitted:**

In the event a student is referred for evaluation, requires a reevaluation or transfers into the district from an in-state or out of state the district will submit the following documentation to support the required action if applicable:

1. Referral document if initial
2. The prior notice/consent for evaluation
3. Copies of all the evaluation reports including skill based assessment and transition
4. Copy of the prior notice for the eligibility/IEP meeting/transfer
5. Copy of all reports including skill based assessments
6. Copy of the MDT/eligibility document and;
7. Copy of the IEP

**Target Date for Completion: November, 2012**

**All non-compliance must be corrected within 1 year of this report date.**

**Date:**

**Status Report:**

**2. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR**

**ARSD 24:05:27:01.03. Content of individualized education program.** Each student's individualized education program shall include:

- (1) A statement of the student's present levels of academic achievement and functional performance, including:
  - (a) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
  - (b) For preschool student, as appropriate, how the disability affects the student's participation in appropriate activities;
- (2) A statement of measurable annual goals, including academic and functional goals, designed to:
  - (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
  - (b) Meet each of the student's other educational needs that result from the student's disability;

**Corrective Action:**

**Prong 1: Correct each individual case of noncompliance**

Student program was not developed to provide educational benefit. Services being provided not addressed in the IEP

<b>Student:</b>	<b>Required Action:</b>	<b>Data To Be Submitted:</b>
Student: # 20 This student is identified on the December 1, 2010 child count under the eligibility category of Other Health Impaired with ADHD. The IEP does not address any area of behavior. It only lists math and reading as concerns. The program developed for this student does not show educational benefit in the area of disability.	Student: #20 The IEP team will meet and review all scores and evaluations for this student to develop a program that will show educational benefit for a student with an OHI disability.	Student: #20 The district will submit the following: <ol style="list-style-type: none"> <li>1. Prior notice/consent for evaluation if needed.</li> <li>2. Prior notice for meeting</li> <li>3. Copies of all evaluation reports</li> <li>4. Copies of skill based assessments</li> <li>5. Prior notice for the meeting</li> <li>6. IEP</li> </ol>
<b>Timeline for Completion: 45 days from report date.</b>		

<b>Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of <u>updated data</u>.</b>		
<b>Required Action:</b> <ul style="list-style-type: none"> <li>• Developing an IEP that provides educational benefit.</li> </ul>		
<b>Data To Be Submitted:</b> Data submitted for General supervision # 1 will be used to verify correction to this issue.		
<b>Target Date for Completion:</b> November, 2012		
<b>All non-compliance must be corrected within 1 year of this report date.</b>		
<b>Date:</b> <b>Status Report:</b>		

### **3. GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR**

**3. 24:05:26:09.03. Manifestation determination review requirement.** Within ten school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the school district, the parent, and relevant members of the student's IEP team, as determined by the parent and the district, shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (1) Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

(2) Whether the conduct in question was the direct result of the school district's failure to implement the IEP.

The conduct must be determined to be a manifestation of the student's disability if the district, the parent, and relevant members of the student's IEP team determine that a condition in either subdivision (1) or (2) of this section was met.

If the district, the parent, and relevant members of the student's IEP team determine that the condition described in subdivision (2) of this section was met, the district shall take immediate steps to remedy those deficiencies.

**Source:** 26 SDR 150, effective May 22, 2000; 33 SDR 236, effective July 5, 2007.

**General Authority:** SDCL 13-37-1.1.

**Law Implemented:** SDCL 13-37-1.1.

**24:05:26:09.04. Determination that behavior was a manifestation.** If the school district, the parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team shall either:

(1) Conduct a functional behavioral assessment, unless the district had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the student; or

(2) If a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior.

In addition, and except as provided in § 24:05:26:08.01, the IEP team shall return the student to the placement from which the student was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavioral intervention plan.

**Source:** 26 SDR 150, effective May 22, 2000; 33 SDR 236, effective July 5, 2007.

**General Authority:** SDCL 13-37-1.1.

**Law Implemented:** SDCL 13-37-1.1.

**24:05:26:09.05. Determination that behavior was not manifestation of disability -- Additional authority of school personnel.** For disciplinary changes in placement that would exceed ten consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability pursuant to this chapter, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except as provided in this section.

A student with a disability who is removed from the student's current placement pursuant to this section or § 24:05:26:08.01 must:



(1) Continue to receive educational services, as provided in this article, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and

(2) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

**Source:** 26 SDR 150, effective May 22, 2000; 33 SDR 236, effective July 5, 2007.

**General Authority:** SDCL 13-37-1.1.

**Law Implemented:** SDCL 13-37-1.1.

### Corrective Action:

#### **Prong 1: Correct each individual case of noncompliance**

Student did not have a program developed for services while expelled from school for over 10 days, and did not address behavior concerns in the IEP.

<b>Student:</b>	<b>Required Action:</b>	<b>Data To Be Submitted:</b>
<u>Student: # 21</u> This student is identified on the December 1, 2010 child count under the eligibility category of Deaf 545. The student has high scores in the area of behavior on the BASC at last evaluation and had a behavior plan developed. Behavior impedes learning was not checked on the IEP. The student has been expelled for 18 days since September 9, 2011. No record was found of determination of services to be provided during the expulsion.	The school district will convene an IEP meeting to address the manifestation of determination and develop a program of services to be provided the student while being expelled. The team will also address behaviors in the IEP, review the current behavior plan and develop positive behavior supports.	The district will submit the following: <ol style="list-style-type: none"><li>1. Prior notice for meeting</li><li>2. Manifestation of Determination document.</li><li>3. Documentation of services to be provided during expulsion.</li><li>4. IEP revision to address behaviors</li><li>5. Review of current behavior plan to include positive behavior supports.</li></ol>

**Timeline for Completion: January 10, 2012**

#### **Prong 2: Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA's review of updated data.**

##### **Required Action:**

The district must do the following

1. Provide an in-service for all staff provided by the state on behavior interventions, addressing behaviors in the IEP and behavior plans.
2. Ensure all students being expelled for 10 days have a Manifestation of Determination completed and documentation of services that will be provided.

<b>Data To Be Submitted:</b> <ol style="list-style-type: none"> <li>1. Submit the date, and staff names of those attending the in-service.</li> <li>2. Submit all Manifestation of Determinations completed showing services to be provided during expulsion if applicable.</li> </ol>
<b>Target Date for Completion:</b> <b>October, 2012</b>
<b>All non-compliance must be corrected within 1 year of this report date.</b>
<b>Date:</b> <b>Status Report:</b>

### STATE PERFORMANCE INDICATORS:

**Indicator 5:** Placement of Children Age 6-21

**A)** Percent of children with IEPs inside the regular class 80% or more of the day.

Select ONE performance indicator below that Todd County School District has “MET” target and explain the district policy, procedure or practice implemented that attributes to your ability to meet state target.

**Indicator 8:**(Performance)

Parent involvement: percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(L = Response rate less than 15% of December 1, 2008 child count)

**State Target 64.2 or higher**

**Todd County School District:** 89.22%

Special Education Staff practice having the parents fill out their survey form while copies of the IEP and other documentation is being made. The staff asks them to seal the envelope with the enclosed survey and they will place it in the mail for them. Staff has been practicing this method of assisting parent in mailing their survey for several years and it works well for many parents.

Parent involvement is required through the Comprehensive Plan for Special Education as well. Many of the required components of providing services and child identification procedures/provisions include parent consent.

Todd County School District has included parental involvement in the District Improvement Plan to show its commitment to involving families in their children’s education. This helps support the efforts the district is making in supporting students who have been identified as eligible for receiving specialized services.

Listed below are some of the district wide efforts:

## **Parent Education, Training, and Involvement**

### ***Parent Training Opportunities***

Parents/Families are provided opportunities for training using the Parent Resource Network (TCSD is in the second year of partnering to increase our reach to families), Open House events, and school-based Family Night events. Schools' individual improvement plans include the details of school-based parental involvement and training opportunities.

### ***Parent Involvement and Education***

The Todd County School District provides each family with a letter from the school(s) in which their student(s) is/are enrolled in explaining choice, supplemental service options, and school status on AYP. These letters are mailed in the fall of each school year before the first day of school.

Student(s) Dakota Step results are mailed as soon as the results are made available from the state.

Each school's improvement plan details the specific school-based parent involvement and training opportunities offered within the district.

### ***School/Parent Compacts and Conferences***

The School/Parent Compact is given to all families in the fall of the school year, after parent councils review and make changes as they see fit to improve the compact. When parents/guardians enroll their students they receive a copy of the student/parent handbook, which also contains a copy of the policy for their review.

### ***Strategies to Help Parents Understand Assessment Results/Title I***

When Dakota Step results are sent out to families, an explanation letter is included. This letter specifies and describes each AYP level and parents' options for student services.

In Addition, parents/guardians are encouraged to contact the school to visit about issues or grasp a better understanding of information sent home. At Parent Teacher Conferences staff review content standards, achievement standards, and student scores with parents, along with DACS results and student work. Families are also encouraged to come to school and visit with staff about student progress, including assessment.

We are careful to use vocabulary that is not intimidating to parents/guardians. Schools across the district try to use a common language so that information does not seem confusing or contradictory to students or parents/guardians.

The district has identified fluent Lakota speakers if there is a request for translation. To date there has been very few requests for translations.

## **Monitoring and Support**

The Todd County School District and its schools make a sincere and concerted effort to assure that every child experiencing academic difficulty is identified on a timely basis.

At the district level:

<b>Teacher Assistance Teams</b>	<ul style="list-style-type: none"> <li>• <b>Teacher Assistance Teams (TAT)</b> exist in each school. These teams are responsible for identifying students, designing appropriate interventions and monitoring progress. Parents are a part of this team. TAT uses a variety of assessments such as: behavioral checklists, DIBELS, computer-based placement.</li> </ul>
<b>Response to Intervention</b>	<ul style="list-style-type: none"> <li>• <b>Response to Intervention (RTI)</b> for Literacy (2008) is now in effect. Literacy coaches and classroom teachers together identify which students need additional support and make appropriate classroom accommodations. RTI uses DRAs to identify students and literacy diagnostic tools from publishers.</li> </ul>
<b>Exceptional Education Program</b>	<ul style="list-style-type: none"> <li>• The district <b>Exceptional Education Program</b> assists in identification and program development for students who meet special education eligibility requirements and those who meet Section 504 regulations. The Exceptional Education program uses a wide range of data sources the results of which are reported to parents on a quarterly basis.</li> </ul>
<b>After School Programs</b>	<ul style="list-style-type: none"> <li>• The district has a <b>21<sup>st</sup> Century Grant</b> that provides educational opportunities and enhancements before and after school and during the summer. Each school decided on the particular activities that they implement for this grant. Schools identify and select students most in need of services.</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• The <b>Office of Student Support and Intervention</b> was developed to provide assistance to students/families who are not finding success in school. This office assists in referrals for counseling, Drug &amp; Alcohol assessments, treatment programs, teen parenting, and other programs that will assist students. Programs that fall under the OSSSI are K-12 School counselors, Attendance Intervention Team, Safe Schools Healthy Students Initiative, student referral services, and the Check and Connect<sup>®</sup> freshman program.</li> </ul>
<b>Alternative Education Programs</b>	<ul style="list-style-type: none"> <li>• TCSD supports a variety of <b>Alternative Education Programs</b>: Alternative High School serves students who need a different environment. It administers the educational program for Wanbli Wiconi Tipi at the tribal juvenile detention center. It operates the Iglukinipi Intervention Center for elementary students.</li> </ul>
<b>Safe and Drug Free Prevention Services</b>	<ul style="list-style-type: none"> <li>• TCSD offers many additional <b>Safe and Drug Free Prevention Services</b>, including: drug prevention instruction, security equipment, security personnel, services for out of school youth, special one-time events, violence prevention instruction, and community service projects.</li> </ul>
<b>Dispute/Complaint Policy for Federal Programs</b>	<ul style="list-style-type: none"> <li>• Procedures have been developed and distributed outlining how parents may proceed if they are dissatisfied about the use of Federal NCLB funds and are unable to reach resolution, the <b>Dispute/Complaint Policy for Federal Programs</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

Individual school improvement plans may specify additional strategies.

In addition to quarterly report cards, our schools share student progress and results with parents. We continue to seek effective avenues for ensuring that parents are well informed and involved in their children's education. Each school uses one or more of the following strategies.

The District has also adopted **Todd County School District Policy: KBC - PARENTAL INVOLVEMENT IN DECISION MAKING/ATTENDANCE CENTER SCHOOL IMPROVEMENT COUNCILS**

**Select ONE performance indicator** below that was NOT MET or had low performance and explain the policy, procedure or practice that needs to be addressed in order for the district to improve or meet state target.

Performance indicator that Todd County School District has “NOT MET” the state target is:

**Indicator 3:** Participation and Performance on Statewide Assessments:

**C)** Did the district meet the proficiency target for the subgroup of students with disabilities in the statewide assessment?

**Grades K-8**

**State Target 69% or higher**

**District Rate: 12.69%**

Highly qualified teachers are hired throughout the Todd County School District. This is addressed in the Comprehensive Plan for Special Education Special Education and the District Improvement Plan that is approved by the school board. These highly qualified teachers help partner with the general education staff to provide intervention strategies for students that are at risk.

Todd County School District has included Research-Based Curriculum in the District Improvement Plan to show its commitment to help all students achieve. (From Todd County School District DIP document:

### ***Balanced Literacy & Inquiry Math: Implementing Research-Based Curriculum***

The Todd County School District, as many districts did, began the search for specific programs, validated with scientifically-based research that would help students achieve the expectations set by the South Dakota content standards in reading and mathematics. Starting with involvement in the state-sponsored South Dakota Reads project, the district initiated its involvement with the Balanced Literacy approach for grades K-8. The board formally endorsed the approach in 2002. At that time, the district also began using Reading Recovery to provide additional support for younger students who were experiencing more serious difficulties in learning to read.

The district made use of various types of professional development, including the use of literacy coaches and outside consultants who were embedded into the schools and could provide on the job training and support. While many teachers had to rethink and change their beliefs about effective teaching, this has been especially true of those who teach in the upper grades. In a Balanced Literacy approach, all teachers are expected to assume responsibility for building and strengthening literacy skills, regardless of what content area they identify with. Some resisted. Some felt threatened and inadequately prepared. After five years the resistance seems to have lessened and there is some evidence, particularly in the primary grades, that the approach and strategies are having the desired effects.

The district and its schools continue to support the Balanced Literacy approach, and now have a system of school-based literacy coaches in place to support teachers and provide professional development. In the spring of 2008, the district literacy coach and her team designed a proposal for how to continue providing and sustaining support for implementing Balanced Literacy strategies across grades K-8.

**GOAL # 1 of the District Improvement Plan (DIP) is: ACHIEVEMENT: All Todd County School District students will achieve at the proficient or advanced levels in Reading and Math by June 30, 2014.**

## **Reading**

<b>District Goal 1: The achievement gap between the average performance of Todd County students and the average performance of their peers will annually decrease until no gap exists.</b>
<b>What does TCSD want to accomplish?</b> This district will assist students in improving their academic performance until it is comparable to the performance of their peers on any South Dakota assessment or national assessment.
<b>District Goal 1: The achievement gap between the average performance of Todd County students and the average performance of their peers will annually decrease until no gap exists.</b>
<b>What does TCSD want to accomplish? (In your own words)</b> This district hopes to close the chronic gap between the academic performance of its students and other students in South Dakota and the nation.